

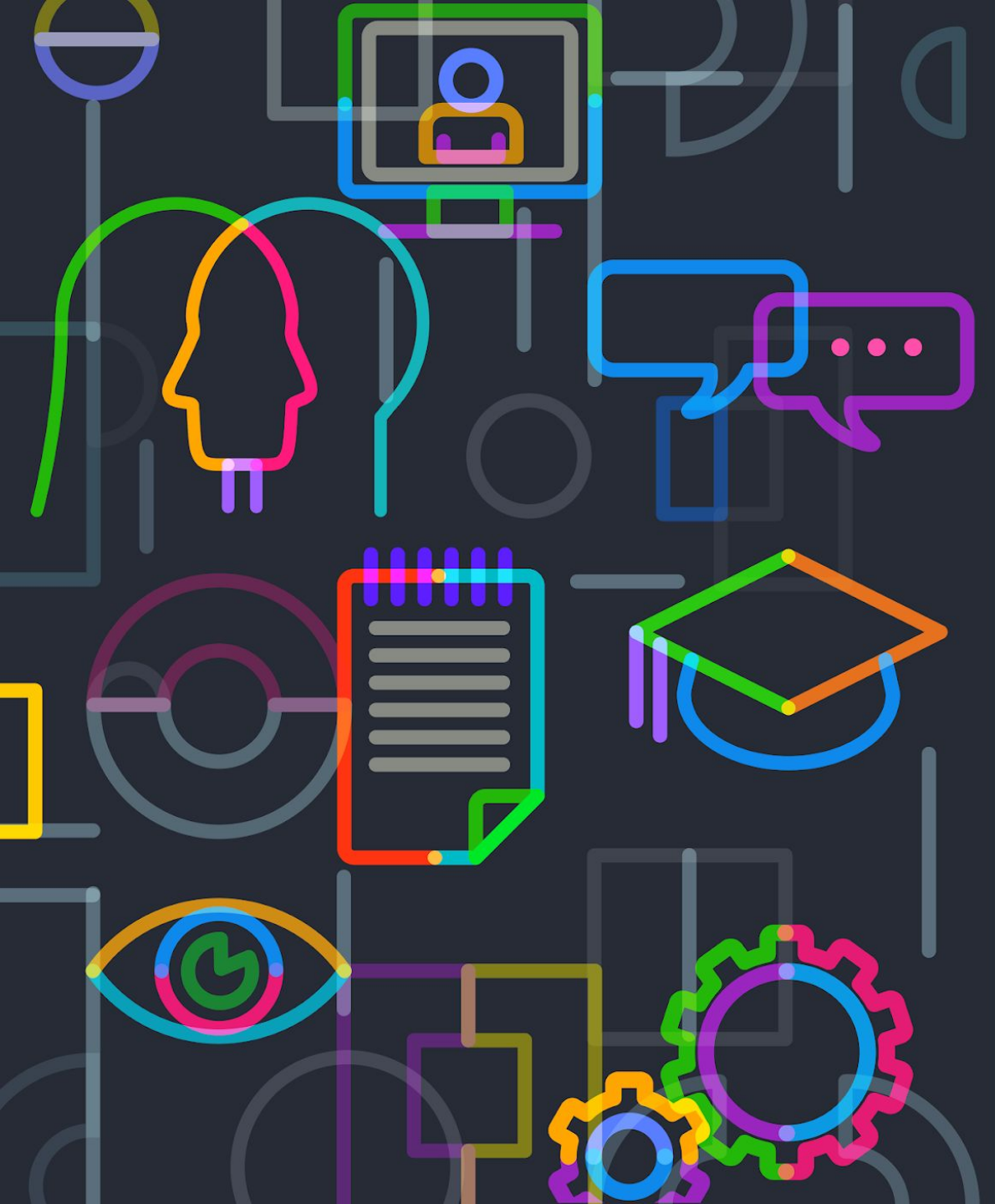


# AQUESTT 101

Lane Carr

# Objectives

- Provide an introduction to AQuESTT and its six tenets
- Build an understanding of the indicators included in the AQuESTT accountability system
- Provide key timelines for fall 2019 classification
- Walk through the behind the scenes **NEP Secure** tool
- Provide some helpful resources
- Answer any questions

**Mission:**

To lead and support the preparation of all Nebraskans for learning, earning, and living.

**Goal:**

Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

**Goal:**

Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

**Goal:**

Ensure the education system, including the Nebraska Department of Education, are taking charge of their roles and responsibilities to provide leadership and enhance school support systems in the state.

# Educational Equity

Educational equity means all students have meaningful access to the educational resources they need at the right moment, at the right level, and with the right intensity to not only reach high expectations for learning, but also to discover and explore their passions and make meaningful connections within the context of their postsecondary interests, careers, and civic lives.





# School Improvement Core Beliefs

## **We believe:**

- ...in the value of work already taking place in schools.
- ...all schools can improve.
- ...it's not our students' fault.
- ...school improvement is fundamentally about equity.



What comes to mind when you hear “school accountability”?

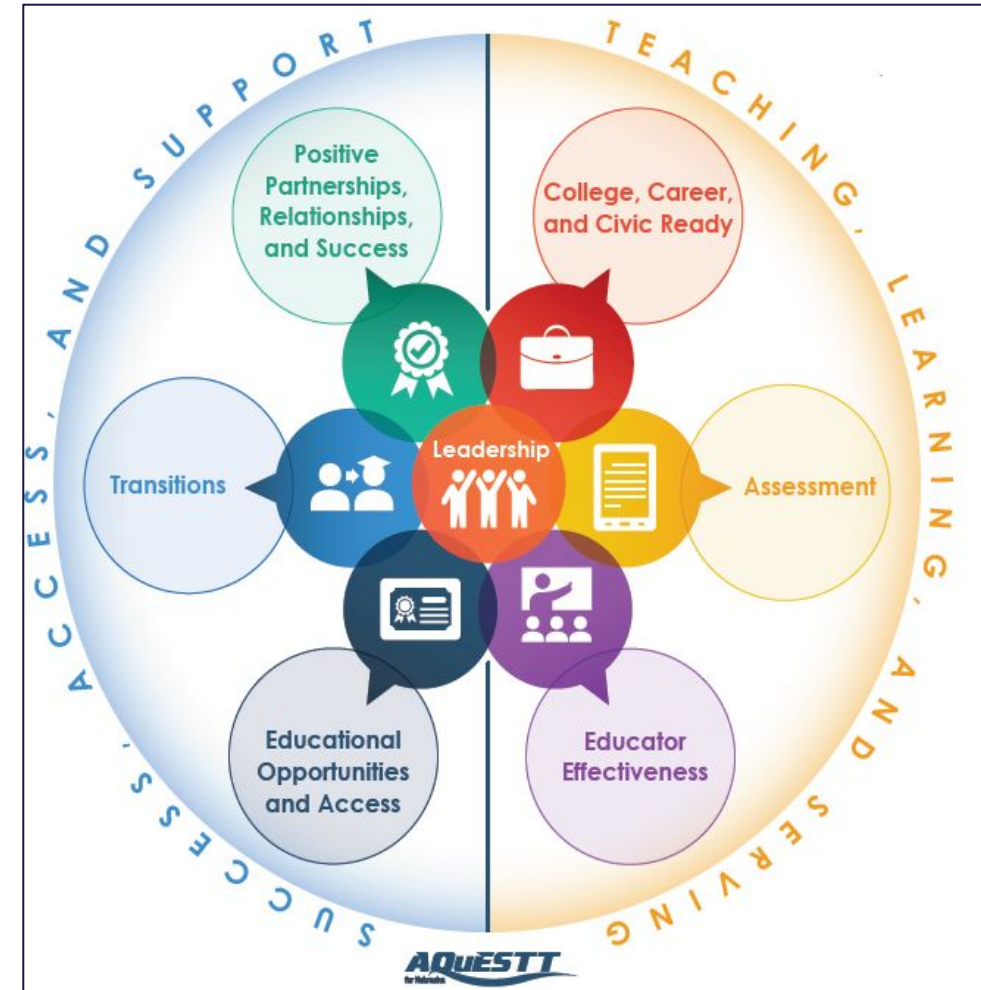
# Why do we need an accountability system?



- State and federal mandates
- Set standards for all schools
- Ensure responsible use of taxpayer investment & focus funds for improvement
- Expose and close achievement gaps among student groups
- Create a framework for school improvement



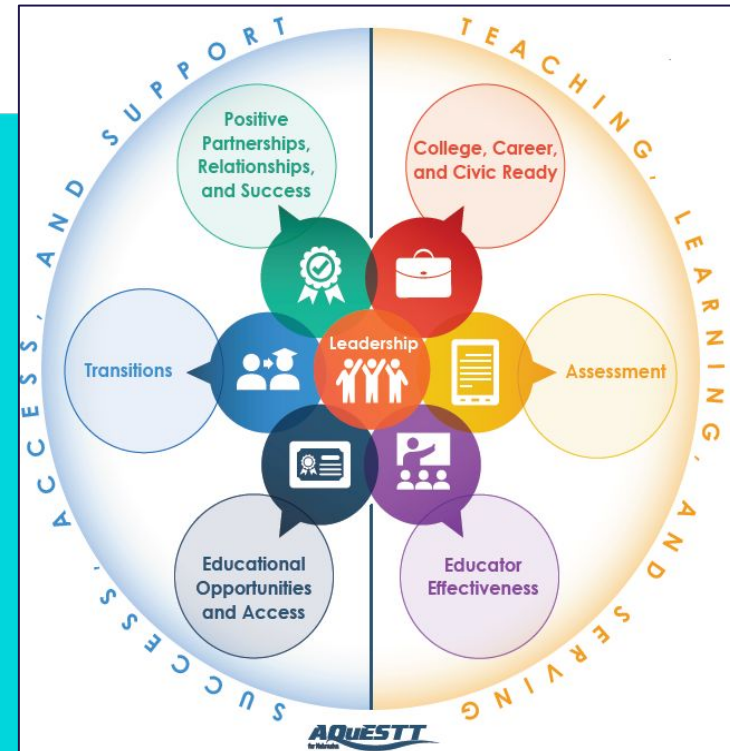
# AQuESTT Tenets





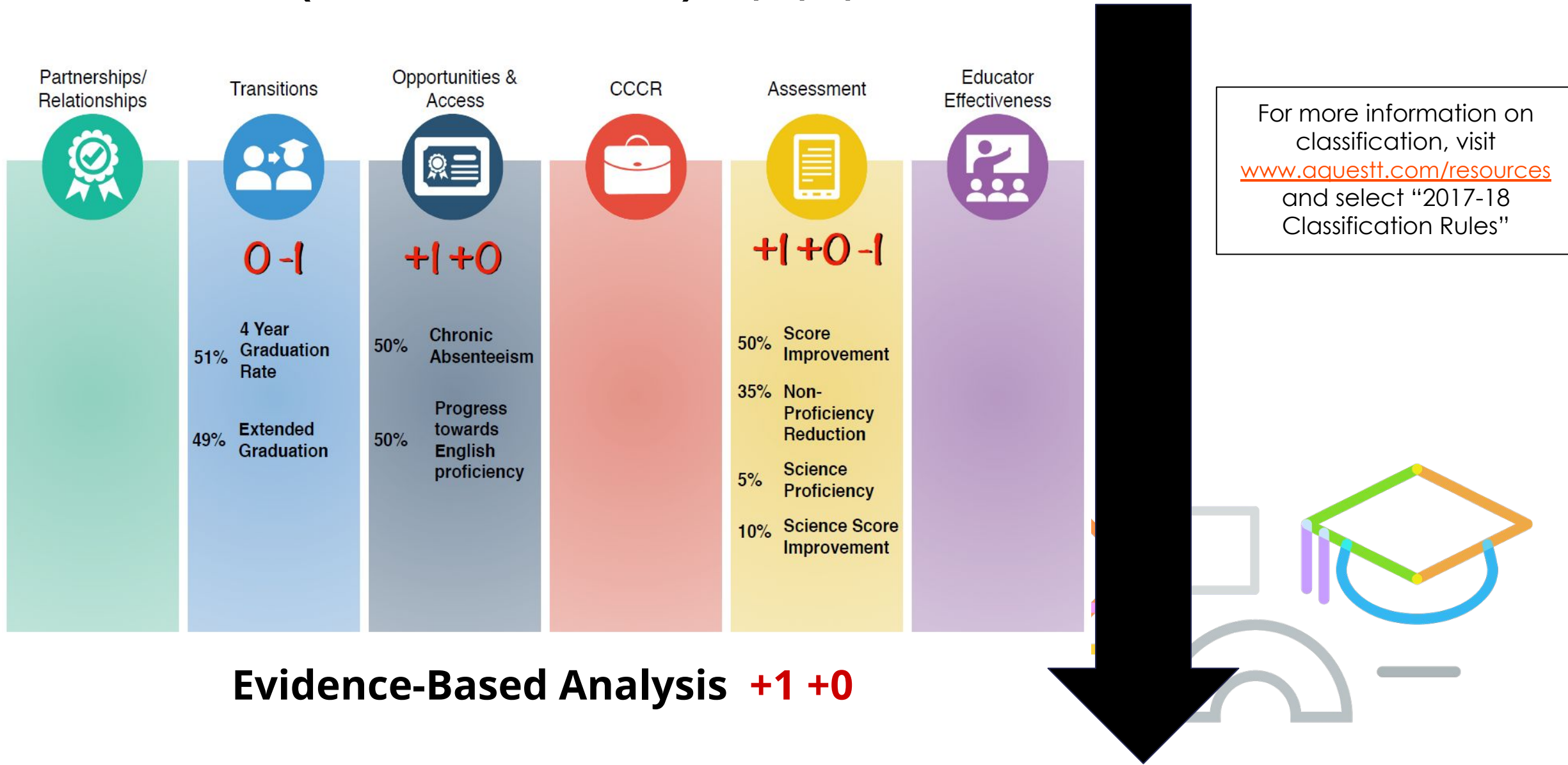
Developed in 2014-15, AQuESTT is a classification system and a broader system of school improvement.

Classification + Framework for Improvement = AQuESTT



# Classification

Status (Percent Proficient) - 4, 3, 2, 1



# Evidence-Based Analysis (EBA) Process

- EBA is a self-reported survey of the protocols, policies, and practices a school is implementing
- **Raw classification + EBA Adjustments = Final Classification**
- EBA Review implemented in response to school/district feedback
  - Provides opportunity to validate EBA scores
  - Schools submit evidence to support EBA scores
  - Reviewed by independent panel of ESU, NDE, and district personnel
- Roughly 10% of schools eligible for EBA adjustment
  - 2017-18: 5.6% of schools received EBA “bump”



# Designation

27 schools

## Comprehensive Support & Improvement (CSI)

- Lowest 5% of Title I schools
- High schools with grad rates below 67%
- Consistently low-performing student group

## Priority Schools

Among the lowest performing schools AND demonstrate the greatest need to implement and sustain school improvement efforts

Excellent

Great

Good

Needs Improvement

## Targeted Support and Improvement (TSI)

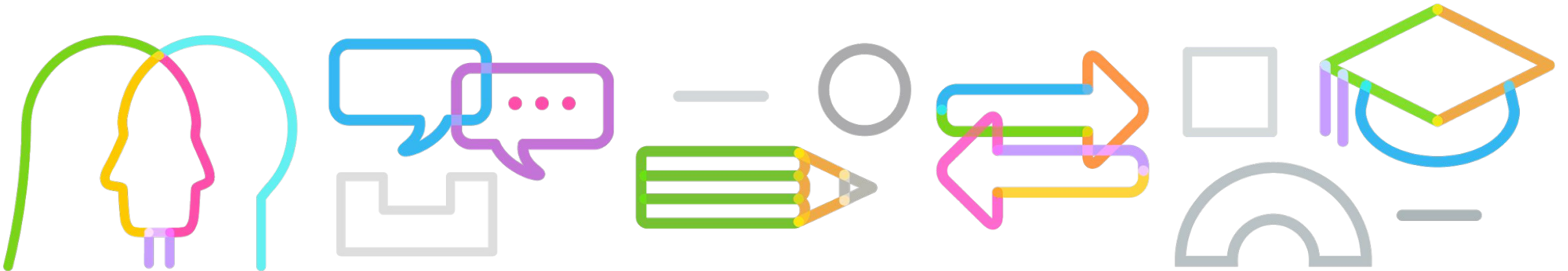
- Consistently low-performing student group

*\*Beginning in 2019, any school with consistently low-performing subgroup may not be classified as Excellent*

4 schools

# Student Groups

- Black/African American
- Latinx/Hispanic
- Asian
- Native Hawaiian/Pacific Islander
- American Indian/Alaska Native
- Two or More Races
- White
- Economically Disadvantaged
- English Learners
- Students with Disabilities.





# A SCHOOL'S GUIDE TO THE AQuESTT SYSTEM OF SUPPORTS

www.aquestt.com

www.education.ne.gov/essa

nep.education.ne.gov



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## AQuESTT

The NDE and stakeholders across the state created an accountability and support system, AQuESTT (Accountability for a Quality Education System, Today and Tomorrow), which centers around six tenets. With ESSA guidance, schools can focus more on providing supports to their students, instead of being labeled or punished.

In the past, the federal education law, *No Child Left Behind Act* (NCLB), created a high-stakes, punitive environment for schools. In 2015, NCLB was replaced with the *Every Student Succeeds Act* (ESSA), which allows states to focus on supports for schools to help them better serve their students. The AQuESTT system allows schools to focus more on educational equity for their students, and puts renewed emphasis on school improvement.

With ESSA guidance, schools can focus more on providing supports to students instead of being labeled or punished. AQuESTT serves as a comprehensive tool to classify schools, and more importantly identify schools needing support to achieve more educational equity in all six tenets for our students.

## A FOCUS ON STUDENT GROUP PERFORMANCE

School improvement conversations must start with students at the center. This means considering the differing needs of each student, and identifying themes or trends among student groups. Beginning in 2019, NDE will strengthen their support to schools with lower performing student groups. Schools will be designated for Targeted Support and Improvement, a cohort of schools that will intentionally focus on the more intensive strategies to reach student groups. This support exemplifies the NDE's focus on equity and will build off a school's assets, while ensuring learners and their needs are at the center.

To personalize supports for students, schools must look critically at their data, breaking it down by student characteristics such as race and ethnicity, English proficiency status, disability, and socioeconomic status. This analysis informs the evidence-based intervention strategies needed to ensure the narrowing of academic achievement gaps between student groups.

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The work of providing equitable opportunities is not just the work of the NDE, ESUs, and schools receiving support. Because the focus is on all students, all schools must strive to continuously improve, regardless of the level of support they might be receiving, because of the challenges and rigor our current educational system demands. AQuESTT is the system which asks all schools, parents, and community members, in partnerships with the NDE and ESUs, to get serious about the success of all students and serve in roles like never before.

## THE SYSTEM IN ACTION

AQuESTT allows schools to focus more on educational equity for their students. The NDE, through the AQuESTT system, classifies schools into four categories: Excellent, Great, Good, and Needs Improvement. These classifications are based on a number of student and school indicators. (For more information see Indicators). This classification will now occur annually.

For the 2018-19 school year, the metrics to be used for classification are seen in the table below:

ESSA Indicator Categories	Academic Achievement	Academic Progress	English Language Proficiency and Progress	Graduation Rate	School Quality or Student Success
AQuESTT Indicators	Status	Growth, Improvement, Non-Proficiency	Progress Towards English Language Proficiency	4- and 7-Year Cohort Graduation Rate	Chronic Absenteeism, Science, Evidence-based Analysis

The next and newest step in the continuation of the AQuESTT system allows the NDE to use those classifications to funnel resources and supports to students, with the ultimate goal of ensuring all students across all backgrounds and circumstances, have equitable access and opportunities for success. These different levels of support are as follows:

## LEVELS OF SUPPORT

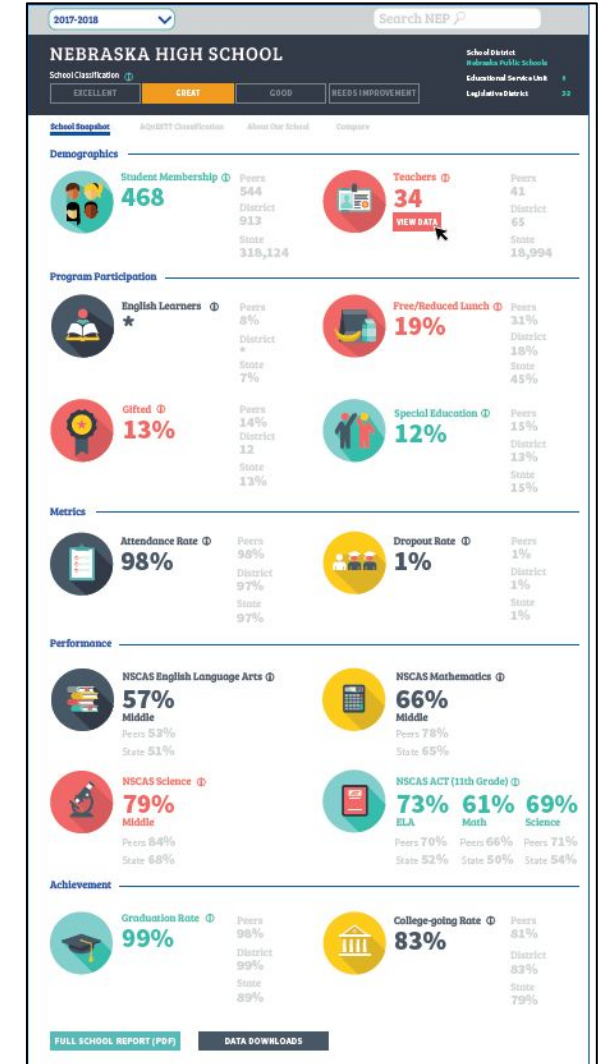
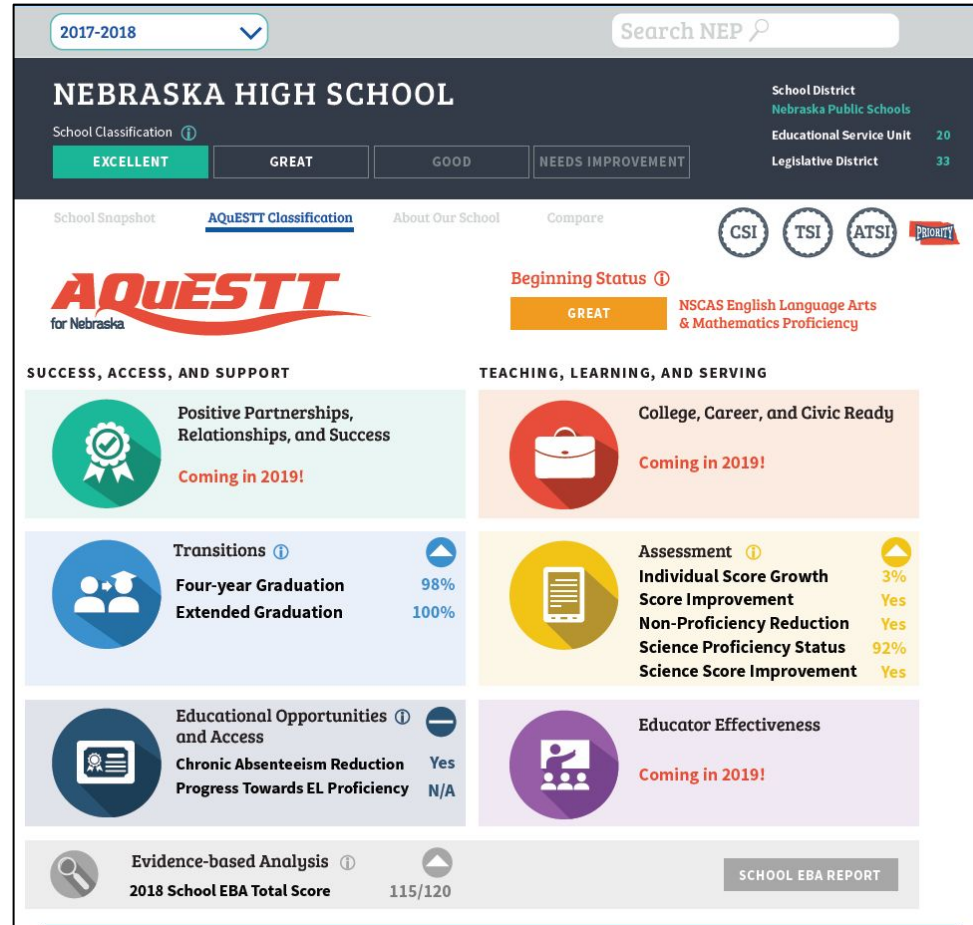
			Support	Timeline
All Schools			<ul style="list-style-type: none"><li>Tools and a continuous improvement framework (AQuESTT, EBA)</li><li>Access to data to support continuous improvement planning process</li></ul>	Continuous
Targeted Support and Improvement (TSI)	Additional Targeted Support and Improvement (ATSI)		Support	Timeline
A public school with one or more consistently underperforming student groups (2019, annually thereafter)	Any public school with one or more student group(s) performing at or below the performance level of students in state's lowest-performing public schools		<ul style="list-style-type: none"><li>Comprehensive needs assessment</li><li>Plan for improvement tailored to meet needs of student groups connected to continuous improvement plan</li></ul>	2019; Annually subsequently
Comprehensive Support and Improvement (CSI)			Support	Timeline
Lowest 5 percent of Title I Schools <b>OR</b>	Any public high schools with graduation rate below 67%, <b>OR</b>	Public schools with consistently underperforming student groups for 3 years	<ul style="list-style-type: none"><li>Comprehensive needs assessment</li><li>Plan for improvement connected to continuous improvement plan</li><li>Eligible for funding to support implementation of plan for improvement</li></ul>	Winter 2018; Every three years subsequently
Priority Schools			Support	Timeline
Public schools coming from Needs Improvement category <b>AND</b>	Multiple data sources indicating prioritization of need		<ul style="list-style-type: none"><li>Intervention team appointed to aid in improvement efforts</li><li>Intensive approach for improvement</li><li>NDE-facilitated support with ESU partners</li></ul>	Continuous; At discretion of State Board of Education

<https://bit.ly/2Z6Peef>



# Nebraska Education Profile

- [nep.education.ne.gov](http://nep.education.ne.gov)
- One-stop shop for education data
- Compare Feature
- Data Downloads



# Portal.Education.NE.Gov

Nebraska Education Portal --  
Superintendents have access and  
provide codes to users.



NEBRASKA DEPARTMENT OF EDUCATION

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## Members

New Today: **2**  
New Yesterday: **1**  
New This Week: **16**  
District  
Administrators: **675**  
Overall: **3873**

## Related Links

- [US Dept of Education](#)
- [NE Dept of Education](#)
- [NCES](#)

## Collection Announcements

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### District ADVISER Monthly Meetings

District ADVISER Monthly Meetings will take place on the 2nd Wednesday of the month at 10:00 am. The Zoom Link is: <https://zoom.us/j/4024712288>. Recordings can be found on the Meetings tab on the ADVISER google site: <https://sites.google.com/a/education.ne.gov/adviser-early-adopter-program/home>

## Upcoming Events

## District Administrators

If you or any of your staff leave a District or a School, it is your responsibility to manage the access of your district personnel to any and all Data Collections, GMS, and Staff and Student Record Systems. The District Administrator needs to review the list of users within their district for the new school year, and remove users as needed.

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Remember, our Help Desk can be reached by calling toll free at **888-285-0556**. You can also send an email to [ADVISERHelp@NebraskaCloud.org](mailto:ADVISERHelp@NebraskaCloud.org)

Superintendents access

[ADVISERHelp@Nebraskacloud.org](mailto:ADVISERHelp@Nebraskacloud.org) or 888.285.0556

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## Nebraska Department of Education

### Agencies You Have Access To:

--Nebraska Department of Education--

### At A Glance:

2017-2018

#### ABOUT

- NSCAS Assessments
- Rates
- Demographics
- Teachers
- Financial
- Special Education
- Other Assessments
- Student Performance
- AQuESTT Reports
- Perceptual Surveys

### NEBRASKA EDUCATION PROFILE

Welcome to the 2017-2018 Nebraska Education Profile. The Nebraska Education Profile (NEP) provides information and data about Nebraska public schools and student performance. The NEP highlights the performance of students by district and school building in English language Arts, mathematics, writing, and science as well as performance by groups of students, including race and ethnicity, poverty, special education, and English Language Learners.

The NEP is the initial transformation of data from the State of the Schools Report and is intended to help inform the public and school officials about school district performance. The NEP is also intended to inform parents, community leaders, and policymakers about our education system and to provide data needed for sound decision making by education leaders. The NEP will continue to grow and change as data is added to the system.

As always, your school district officials can best explain local data and how it applies to the district. Please take time to explore the NEP and learn how schools and students in your community are performing. I encourage parents to talk to the teachers of their students, and to local school officials, about the results and the needs of their students.

Thank you for your continued support of education in Nebraska.  
Matthew L. Blomstedt, PhD.  
Commissioner of Education.



### Agencies You Have Access To:

EMBARGOED UNTIL 12/21/2018

REPORT	DESCRIPTION
AQuESTT Raw Classification Report 2018	AQuESTT Raw Classification Report 2018

### At A Glance:

2017-2018

#### ABOUT

NSCAS Assessments

Rates

Demographics

Teachers

Student Performance

AQuESTT Reports

Perceptual Surveys





**NEBRASKA**  
DEPARTMENT OF EDUCATION





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1 of 2 ? Find | Next  

## AQuESTT Classification Details Report 2018

Elementary School Rating

### Raw Classification – Summary

Status: 3

Participation: No Adjustment

#### Tenet Adjustments

Positive Partnerships, Relationships, and Success: N/A

Transitions: N/A (-1 or 0)

Educational Opportunities and Access: 0 (0 or +1)

College, Career, and Civic Ready: N/A

Assessment: +1 (-1, 0, or +1)

Educator Effectiveness: N/A

Raw Classification: **4**  
Excellent

Evidence Based Analysis Total Score: 91 / 120

Evidence Based Analysis Adjustment: Not Eligible

Final Classification: **4**  
Excellent



### Raw Classification - Status Indicator

	ELA	Math	Total
# of Eligible Assessments	52	52	104
# of Proficient Assessments	34	24	58
	% Proficient		<b>55.77%</b>

Your 2017-2018 Status Score: **55.77%**

Applicable Cut Score for this Elementary School: Status Score > 54 but ≤ 77

Your Status Rating: **3**

### Raw Classification - Participation Indicator

	ELA	Math	Science	Total
# of Eligible Students	54	54	0	108
# of Participating Students	54	54	0	108
	% Participating			<b>100.00%</b>

Your 2017-2018 Participation Score: **100.00%**

Applicable Cut Score for This Elementary School: Participation Score ≥ 95%

Your Participation Rating Adjustment: **0**



## Transitions

Elementary School Rating

### Transitions Tenet - 4 Year Graduation Indicator

*Note: graduation data is lagged by a year compared to other accountability data, 2016-2017 is the most recent data used in both graduation indicators.*

	Total
# of Eligible Cohort Members	N/A
# of Cohort Graduates	N/A
Cohort 4-Year Graduation Rate	N/A

Elementary School Rating

### Transitions Tenet - Extended 7 Year Graduation Indicator

	Total
# of Eligible Cohort Members	N/A
# of Cohort Graduates	N/A
Cohort 7-Year Graduation Rate	N/A

Elementary School Rating

### Transitions Tenet Rating Adjustment

Indicator	Score	Weight	Weighted Score	Score x Weight / Total Weight
4 Year Graduation	N/A	0	N/A	
Extended 7 Year Graduation	N/A	0	N/A	
<b>Total</b>		0.00	N/A	

Your 2017-2018 Transitions Tenet Score: **N/A**

Applicable Cut Score for This Elementary School: N/A

Your Transitions Tenet Rating Adjustment: **0**



## Educational Opportunities and Access

### Elementary School Rating

#### Educational Opportunities Tenet - Chronic Absenteeism

*Note: A chronically absent student is defined as any student absent for 10% or more of the days they were enrolled*

	2014-2015	2015-2016	2016-2017	Baseline	
# of Eligible Students	159	152	146	457	
# Chronically Absent	8	6	6	20	
Rate	5.03%	3.95%	4.11%	4.38%	
	Target Rate for 2017-2018:			4.16%	5% reduction
	Current Year # of Eligible Students			148	
	Current Year # Chronically Absent			7	
	Rate			4.73%	
	Difference from Target Rate			<b>-0.57%</b>	

This indicator's score is determined by comparing the rate of students who are chronically absent in the current year against a target rate. The target rate of 4.16% is found by calculating the 3-year baseline rate of 4.38% and reducing it by 5%. The actual chronic absenteeism rate for this year is 4.73% which is 0.57% worse than the target rate.

### Elementary School Rating

#### Educational Opportunities Tenet - Progress Towards English Learner Proficiency

	Total	
# of Eligible English Learners	1	
# On Track	1	
# Making Partial Progress	0	(count as a half point in the rate calculation)
Rate	<b>N/A*</b>	

\* Due to having less than 10 eligible English Learners with a baseline ELPA21 assessment to compare against, this indicator will not be included in this tenet's score

### Elementary School Rating

#### Educational Opportunities Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	Standardized Score x Weight / Total Weight
Chronic Absenteeism	-0.57	0.32	0.50	0.32	



## Assessment

### Elementary School Rating

#### Assessment Tenet - Growth

	ELA	Math	Total
# of Eligible Students	21	0	21
# of Students Showing Growth	18	0	18
Growth Percentage	85.71%		

### Elementary School Rating

#### Assessment Tenet - Improvement

	2015-2016	2016-2017	2017-2018
# of Eligible ELA & Math Assessments	0	52	104
Average Standardized Score	0.00	-0.28	0.04

All assessment scores are standardized to allow comparisons between NSCAS, NSCAS Alt, and ACT scores with different scales

Number of School Years Available for Trendline: 2

Improvement Trendline Slope: **0.33**

Your Improvement trendline indicates that over the last 2 years, the average ELA and Math assessment scores of your students have been improving.

### Elementary School Rating

#### Assessment Tenet - Non-Proficiency

	2015-2016	2016-2017	2017-2018
# of Eligible ELA & Math Assessments	0	52	104
# of Non-Proficient Scores	0	31	46
% Non-Proficient	0.00%	59.62%	44.23%

Number of School Years Available for Trendline: 2

Non-Proficiency Trendline Slope: **-15.38** (lower is better)

Your Non-Proficiency trendline indicates that over the last 2 years, the percentage of ELA and Math assessments scored as non-proficient has been decreasing.

### Elementary School Rating

#### Assessment Tenet - Science Proficiency

	Total
# of Eligible Assessments	0
# of Proficient Assessments	0
% Proficient	73.56%

\* Due to having less than 10 eligible students for this indicator, the district scores are substituted as the school's data

### Elementary School Rating

#### Assessment Tenet - Science Improvement

	2015-2016	2016-2017	2017-2018
# of Eligible Assessments	0*	0*	0*
Average Standardized Score	0.35	0.21	0.55

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Number of School Years Available for Trendline: 3

Science Improvement Trendline Slope: **0.10**

Your Science Improvement trendline indicates that over the last 3 years, the average Science assessment scores of your students have been improving.

### Elementary School Rating

#### Assessment Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	Standardized Score x Weight / Total Weight
Growth	85.71	1.59	0.30	0.48	
Improvement	0.33	1.23	0.40	0.49	
Non-Proficiency	-15.38	1.53	0.15	0.23	
Science Status	73.56	0.34	0.05	0.02	
Science Improvement	0.10	0.68	0.10	0.07	
<b>Total</b>			1.00	1.28	

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2017-2018 Assessment Tenet Score: **1.28**

Applicable Cut Score for This Elementary School: Tenet Score > 1.0

Your Tenet Rating Adjustment: **+1**

The rules for the Assessment tenet allow for either a downward or upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of 1.28 is above the cut score of 1.00, so this results in a +1 upward adjustment to your classification rating.



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Priority Schools			Support	Timeline
Public schools coming from Needs Improvement category <b>AND</b>	Multiple data sources indicating prioritization of need		<ul style="list-style-type: none"><li>Intervention team appointed to aid in improvement efforts</li><li>Intensive approach for improvement</li><li>NDE-facilitated support with ESU partners</li></ul>	Continuous; At discretion of State Board of Education





# Key Messages

## Highlights

- Very few, small tweaks to AQuESTT system this year
- Earlier timelines
- Enhancements to streamline the EBA process
- Data available on Nebraska Education Profile
- Targeted Support and Improvement Designation

*Handout in session materials*

Every student should have meaningful access to the educational resources he or she needs at the right time, at the right level, and with the right intensity. Making this happen requires that everybody, including parents and teachers, knows what their schools need to do to improve. To help, NDE created the Accountability for a Quality Education System, Today and Tomorrow (AQuESTT), a system of support and classification of schools and districts.

### AQuESTT

- AQuESTT Classification provides an easy way to illustrate the overall performance of a school and considers the broader educational experiences and success of each student.
- AQuESTT Classification combines performance on several indicators grouped by tenet to provide schools and districts with an overall descriptive classification of Excellent, Great, Good, or Needs Improvement.
- Schools and districts will receive their AQuESTT Classification on October 9, 2019. Schools eligible for an Evidence-based Analysis (EBA) adjustment will receive their final AQuESTT Classification on November 27. All other schools may consider their October 9 Classification final.

### Data and Designation

- The majority of Nebraska education data for the 2019-2020 school year will be released to the public on October 9, 2019 and will be located on the Nebraska Education Profile (NEP).
- Schools and districts can preview most data elements on September 25, 2019, ahead of the public release, through the NEP Secure Portal.
- Beginning in 2019, NDE will strengthen support to schools with lower performing student groups. Schools may be designated for Targeted Support and Improvement (TSI), a cohort of schools that will intentionally focus on intensive strategies to reach student groups.
- A thorough progress review of current Priority Schools and determination of additional Priority School(s) support will begin in October 2019 with official designation from the State Board of Education in early 2020.

### Nebraska Education Profile (NEP)

The NEP is a web tool designed and developed by the Nebraska Department of Education, presenting Nebraska assessment and accountability data in multiple ways to help administrators and educators make data-informed decisions.

- The NEP provides information and data about Nebraska public schools and student performance.
- NEP School and District Snapshots provide a quick, at-a-glance view of a school's or district's performance and provide data on other measures not used in classification.
- NEP Full Data Profiles provide in-depth data views of a school or district, including ESSA-required items.
- The NEP Compare feature allows users to see how well a school or district is serving its students compared to similarly-situated schools or districts.

By working collaboratively and focusing on AQuESTT's six tenets, we can help enhance the education system, positively impact our children and schools, and create a better Nebraska.

[nep.education.ne.gov](http://nep.education.ne.gov) | [aquestt.com](http://aquestt.com)

Contact: [nep.education.ne.gov/contact.html](http://nep.education.ne.gov/contact.html)



# Timelines



## Assessment & Accountability Key Dates

nep.education.ne.gov

Below are key dates for the release of Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) and Nebraska Student-Centered Assessment System (NSCAS) data. Published data elements can be found on the Nebraska Education Profile (NEP), the Nebraska Department of Education's one-stop education data website.

August 5, 2019	Printed <i>NSCAS Alternate</i> Individual Student Reports (ISRs) delivered to districts
August 12-20, 2019	NSCAS District Preliminary Data Clean-up Window
August 30, 2019	Printed <i>NSCAS ACT</i> Individual Student Reports (ISRs) delivered to districts
September 25, 2019 (Secure Release)	Assessment Performance, Attendance, Participation, Demographics, and AQuESTT Raw Classification data published to the NEP Secure Portal (district view only, not public), district data validity verification
September 27, 2019	Notification of Evidence-based Analysis (EBA) adjustment-eligible schools
October 9, 2019 (Public Release)	Full Data Profile and Snapshot published on NEP with AQuESTT Classification and Assessment data (full public view)
October 14, 2019	Evidence-based Analysis (EBA) evidence due to NDE (for adjustment-eligible schools)
October 15- November 1, 2019	Review of Evidence-based Analysis (EBA) evidence
October 21-25, 2019	Printed <i>NSCAS General</i> Individual Student Reports (ISRs) delivered to districts
November 27, 2019 (Public Release)	Final AQuESTT Classifications, including EBA adjustments, published on the NEP

The background is a dark navy blue with a dense pattern of colorful, stylized icons and geometric shapes. These include a person at a computer, a lightbulb, a gear, a person standing, a book, a speech bubble, a globe, a person at a desk, a magnifying glass, and various lines and circles in colors like yellow, green, blue, and pink.

## **Helpful Resources:**

[www.aquestt.com/resources](http://www.aquestt.com/resources)

[www.attendanceworks.org](http://www.attendanceworks.org)

[www.nematerialsmatter.com](http://www.nematerialsmatter.com)

## Questions:

1. What questions do you have?
2. What are your biggest concerns with our current system?
3. How can our system better serve schools/students?
4. How can I get this information out to more schools?



## Lane Carr

Director - Accountability and AQuESTT

[lane.carr@nebraska.gov](mailto:lane.carr@nebraska.gov)

If you're interested in serving  
as an **EBA reviewer**, please  
contact me ASAP!

